

# Walker School Buildingwide Goals

ELA SIP Goal(s) [1]		Mid-Year 2022-2023: Follow-Up [2]		Action Steps / Timeline [3]	
Grade Level Reading Goal: [4]	80% of students in grades 2-5 will meet or exceed the 69th percentile on the Spring administration of Reading MAP.	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level: [5]	Currently, 74% of students in grades 2-5 are meeting or exceeding the 69th percentile based on the Fall Math MAP.	Building Present Level:		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

## Strategies to Achieve Reading Goal

Strategy 1	Identify ELA priority standards for each unit of study based on the trimester common district assessments and pacing guides.			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible? [6]	Evidence of Completion:	Action Steps / Timeline: [7]	Progress Summary:		Progress Summary:	
	<ul style="list-style-type: none"> <li>Grade level teacher teams</li> <li>Reading Specialist</li> <li>Differentiation Specialist</li> <li>Principal</li> <li>Building Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Team PLC Agenda/Notes</li> <li>Data Protocols</li> <li>Grade level shared planning documents</li> <li>Grade level data inventories</li> </ul>	<ul style="list-style-type: none"> <li>Establish grade level PLC team norms (September) and mission for this year</li> <li>Review priority standards using trimester district common assessments (September)</li> <li>Engage in ongoing professional development through Building Leadership Team (beginning in September)</li> <li>Explore ongoing opportunities for vertical articulation with grade level standards</li> </ul>				
Strategy 2	Apply grade level team common formative assessments to gather learning evidence of identified priority standards for each unit of study.			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible? [8]	Evidence of Completion:	Action Steps / Timeline: [9]	Progress Summary:		Progress Summary:	
	<ul style="list-style-type: none"> <li>Grade level teacher teams</li> <li>Reading Specialist</li> <li>Differentiation Specialist</li> <li>Principal</li> <li>Building Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Team PLC Agenda/Notes</li> <li>Data Protocols</li> <li>Grade level shared planning documents</li> <li>Grade level data inventories</li> </ul>	<ul style="list-style-type: none"> <li>Create and/or utilize formative assessments aligned to identified priority standards (beginning in September and ongoing throughout year)</li> <li>Utilize Mastery Manager to perform item analysis of student learning assessments</li> <li>Share proposed formative assessment with Principal with the three week unit cycle prior to administering it to students (beginning in September and ongoing throughout year)</li> <li>Administer grade level common formative assessments at the end of each three-week unit cycle (beginning in September and ongoing throughout year)</li> </ul>				
Strategy 3	Utilize priority standards evidence of learning to inform grade level instructional planning and delivery with collective PLC team (including Reading Specialist, Differentiation Specialist, and Principal).			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible? [10]	Evidence of Completion:	Action Steps / Timeline: [11]	Progress Summary:		Progress Summary:	
	<ul style="list-style-type: none"> <li>Grade level teacher teams</li> <li>Reading Specialist</li> <li>Differentiation Specialist</li> <li>Principal</li> <li>Building Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Team PLC Agenda/Notes</li> <li>Data Protocols</li> <li>Grade level shared planning documents</li> <li>Grade level data inventories</li> </ul>	<ul style="list-style-type: none"> <li>Review assessment results every three weeks with collective PLC team and determine additional planning/resources/supports to achieve set proficiency (beginning in September and ongoing throughout year)</li> <li>Team short-term SMART Goal Setting beginning trimester 2</li> <li>Review assessment results every three weeks with collective PLC team and determine additional planning/resources/supports to achieve set proficiency (beginning in September and ongoing throughout year)</li> <li>PLC teams coordinate with Reading Specialist and Differentiation Specialist to support re-teaching and extension opportunities based on unit assessments, benchmark data, and formative evidence of learning</li> </ul>				

2022-23 School Improvement Plans (SIP)

Math SIP Goal(s) [12]			Mid-Year 2022-2023: Follow-Up [13]		End of 2022-2023: Follow-Up [14]	
Grade Level Math Goal: [15]	80% of students in grades 1-5 will meet or exceed the 69th percentile on the Spring administration of Math MAP.		GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level: [16]	Currently, 79.8% of students in grades 1-5 are meeting or exceeding the 69th percentile based on the Fall Math MAP.		Building Present Level:		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal

Strategy 1	Implement iReady curricular resources across grades K-5 and collaborate with instructional teams to refine best practice planning and delivery.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion: [17]	Progress Summary:		Progress Summary:	
	<ul style="list-style-type: none"> <li>Grade level teams</li> <li>Differentiation Specialist</li> <li>Principal</li> <li>Support staff</li> </ul>	<ul style="list-style-type: none"> <li>Unit assessments</li> <li>Fomative assessments</li> <li>Shared team planning documents</li> <li>Math SAC representation from Walker in grades K, 4, and 5</li> </ul>	<ul style="list-style-type: none"> <li>Follow D181 Math Pacing Guide (ongoing)</li> <li>Plan weekly with grade level team and collaborate with specialists and support staff to target student learning needs based on diagnostic and unit assessments</li> <li>Review assessment results with collaborative teams to determine appropriate supports to achieve grade level proficiency with appropriate differentiation (ongoing)</li> </ul>			
Strategy 2	Utilize iReady "My Path" to support student learning and practice skills necessary for individual learning progression.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion: [19]	Progress Summary:		Progress Summary:	
	<ul style="list-style-type: none"> <li>Grade level teams</li> <li>Differentiation Specialist</li> <li>Principal</li> <li>Support staff"</li> </ul>	<ul style="list-style-type: none"> <li>Teacher weekly family communications</li> <li>Teacher lesson planning activities</li> <li>iReady diagnostic progress reports</li> </ul>	<ul style="list-style-type: none"> <li>Plan weekly with grade level team and collaborate with specialists and support staff to target student learning needs based on diagnostic and unit assessments</li> <li>Review assessment results with collaborative teams to determine appropriate supports to achieve grade level proficiency with appropriate differentiation (ongoing)</li> <li>Assign "My Path" to students for independent skill practice and homework beyond the regular math lessons</li> <li>Review "My Path" student progress with other available math data to evaluate student learning and to target greatest areas of need (ongoing)</li> </ul>			
Strategy 3	Utilize grade level PLC meetings and benchmark meetings to identify universal data trends and target instructional outcomes.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion: [21]	Progress Summary:		Progress Summary:	
	<ul style="list-style-type: none"> <li>Grade level teams</li> <li>Differentiation Specialist</li> <li>Principal</li> <li>Support staff</li> </ul>	<ul style="list-style-type: none"> <li>Grade Level Team PLC Agenda/Notes</li> <li>Data Protocols</li> <li>Grade level shared planning documents</li> <li>Grade level data inventories</li> <li>Mastery Manager assessment results</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in shared team planning to implement iReady resources and unit assessments (ongoing)</li> <li>Reflect on Math SAC committee notes while reflecting on iReady implmentation and unit assessment results (monthly)</li> <li>Triangulate assessment data to plan instruction that is responsive to learning trends (ongoing)</li> <li>Collaborate with grade level teachers across the district during two-hour meetings to reflect on iReady implementation and follow district recommendations for improved instructional delivery</li> </ul>			

SEL SIP Goal(s) [23]			Mid-Year 2022-2023: Follow-Up [24]		End of 2022-2023: Follow-Up [25]	
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Grade Level SEL Goal [26]	The Walker staff will focus on relationship-building between student-to-student and student-to-staff to increase student Sense of Social Emotional Security to an overall rating of 4.32 on the 22-23 CSCI Climate Survey.	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	21-22 CSCI Climate Survey = 3.67 for Student Sense of Social Emotional Security. Also, 79% of Walker students are currently not at-risk in the area of Social Behaviors on the fall SAEBRS.  Overall SAEBRS behaviors within typical limits: 90% Social Behavior- 79% in typical range Emotional Behavior- 80% in typical range Academic Behaviors- 81% in typical range.	Building Present Level:		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Grade Level Strategies to Achieve Building SEL Goal(s)**

Strategy 1	The Walker staff will model and reinforce cooperation strategies to increase positive social interactions between students.	Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time					
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Strategy 2	Focus instruction and school activities on managing positive "Social Behaviors" (Non-impulsiveness, socially appropriate and polite interactions with peers, non-disruptive behaviors and arguing, and better cooperation).	Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time					
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Strategy 3		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time					
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[1] Consider these questions as you write your goals:

Is it Specific?

Which students need support? What content, skills, and/or knowledge do students need?

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[2] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the winter to the spring based upon monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[3] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Teacher created list of varied text to use for guided reading.

Develop a reading motivator chart in the classroom

MRC director leads book talks to build enthusiasm in reading and understanding of genres

Targeted Guided Reading Groups met with on a schedule, planned and supported with RS, Instructional Coach, and DS.

Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[4] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

By the end of 3rd grade, 80% of students will achieve a score of '2' or above on the F&P written response rubric when reading a book at their instructional level.

[5] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

For example:

Currently 59% of students are not at the 4th grade end of the year benchmark of level "S", which includes 38% of incoming fourth graders who are below the 4th grade beginning goal of "P/Q" . Last year 90% exited fourth grade at the benchmark of "S" or above, but 90% of students also entered 4th grade at or above the F&P benchmark.

[6] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[7] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How often, and in what manner, are you progress monitoring this goal?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Teacher created list of varied text to use for guided reading.

Develop a reading motivator chart in the classroom

MRC director leads book talks to build enthusiasm in reading and understanding of genres

Targeted Guided Reading Groups met with \_\_\_\_\_ on a schedule (3 days per week for 20 minutes), planned and supported with RS, Instructional Coach, and DS.

Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[8] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

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Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

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[11] Consider:

How will these action steps integrate into my daily and weekly routines?

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Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[12] Consider these questions as you write your goals:

Is it Specific?

Which students need support? What content, skills, and/or knowledge do students need?

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[13] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the winter to the spring based upon monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[14] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the winter to the spring based upon the monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[15] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

[16] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

For example:

[17] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[18] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Teachers study reflect on one or more of the 8 mathematical practices

Teachers explored guided math design

[19] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[20] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

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How will these action steps integrate into my daily and weekly routines?

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For example:

Teachers study reflect on one or more of the 8 mathematical practices

Teachers explored guided math design

[21] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[22] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

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How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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For example:

Teachers study reflect on one or more of the 8 mathematical practices

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[23] Consider these questions as you write your goals:

Is it Specific?

Which students need support? What content, skills, and/or knowledge do students need?

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[24] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the winter to the spring based upon monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[25] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the winter to the spring based upon the monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[26] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

During the 2017-2018 school year we will implement a schoolwide behavior matrix which will clearly define appropriate behaviors expected of students in order to promote positive interactions and a safe environment.

[27] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[28] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

The matrix will be displayed for the student body to view.

Principal will identify the respectful, responsible and safe behaviors outlined on the matrix.

[29] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[30] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

PE teachers will create posters of the matrix for each classroom.

PE teachers will create posters of each specific area of the matrix to be displayed throughout the building in the designated areas.

[31] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[32] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Principal will highlight each area of the matrix and review them during morning announcements/assembly for the first couple months of school.

In January, students will be asked to review the matrix expectations with the student body in kid friendly language.